PRESIDENT: Order, order. The house will now resume the discussion of voting on Demands for Grants.

DEMANDS FOR GRANTS — (contd.)

DEMAND IV—EDUCATION DEPARTMENT EXCLUDING TRAVANCORE UNIVERSITY. (continued)

MR. A. GOPALA MENON: Sir, my honourable friend Mr. Muhamed has brought forward the desirability of paying special attention to the education of Muslim girls. Measures which have been adumbrated for encouraging Muslim education generally, apply equally to Girls' education also. Government have, in particular, given facilities for the education of Muslim girls in the English, Malayalam and Tamil Schools where they are entitled to full fee concession. They are also entitled to certain scholarships, and, as some honourable members pointed out yesterday, the progress of Muslim girls has been extremely satisfactory in the higher ranks of school education. The other day when I was in Pathanamthitta, complaints were brought to me that the authorities in the English Middle Schools are favouring Muslim girls in the matter of promotions. As a matter of fact these girls deserved their promotion and a large number of them have gone to the local English High Schools. Similarly in other places the progress of Muslim girls in the higher grade are found to be more and more satisfactory. Government have done and are prepared to do all in their power to encourage Muslim Girls' Education and I may also in this connection say for the information of this Honourable House that the Nawab Yar Jung Committee which visited Trivandrum spoke to me in high terms of the liberal measures which Government have taken for the encouragement of Muslim education in the State. Therefore it could be seen by the Honourable member that there is no unwillingness on the part of the Department or Government to give every aid to Muslim education. What the Honourable member wants probably, is that special attention should be paid by the departmental officers and inquiries made why Muslim girls do not come to attend in larger numbers. So far as the Middle Schools are concerned, instruction will be issued to the inspecting Officers to devote special attention to this matter.

MR. P. S. MUHAMED: സർ, മുസ്ലീം സ്ത്രീകളുടെ വിദ്യാഭ്യാസം പ്രോത്സാഹജനകമായ നിലയിൽ വർദ്ധിപ്പിച്ചുവരുന്നു എന്ന് ഡയറക്ടർ അവർകൾ പറഞ്ഞതിനോട് പൂർണ്ണമായി യോജിക്കാൻ നവർത്തിയില്ല എന്നാൽ കുറെ വർദ്ധിച്ചിട്ടുണ്ടെന്നു ഞാൻ സമ്മതിക്കുന്നു. ഫ ഫ ർ-ൽ ആകെയുള്ള വിദ്യാർത്ഥിനികളുടെ എണ്ണം ൨൦൦൦൦ വ ആണ്. അതിൽ മുസ്ലീം വിദ്യാർത്ഥിനികളുടെ എണ്ണം ർന്വ മാത്രമാണു. ഇനി ഓരോ ക്ലാസുകളായി നോക്കുമ്പോൾ പ്രിപ്പാറിട്ടറി ക്ലാസിൽ ഫ ർ, ഫസ്റ്റ് ഫാറത്തിൽ ഫ ഫ ന, സെക്കൻഡിൽ വ൨, തേർഡിൽ ❶൦,

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ഫോത്തിൽ ഫ്രീ, ഫിഫ്ത്തിൽ ഫ്രീ, സിക്സ്തിൽ വ ഇങ്ങനെയാണ്. ഞാൻ മുമ്പു പറഞ്ഞതുപോലെ ഗവമ്മെൻറിൽനിന്നും പ്രോത്സാഹനം ലഭിക്കുന്നില്ല.

MR. A. GOPALA MENON: No, Sir. All Mohammedan girls are educated free and they are also entitled to a scholarship.

MR. P. S. MUHAMED: ഞാൻ ഈ റിപ്പോർട്ട് വലിച്ചുകൊണ്ടു പോകയാണ്.

Anyhow, I withdraw the motion.

Motion No. 203

MR. KANNANTHODATH JANARDANAN NAIR: Sir, I move.

"To reduce the allotment of Rs. 1,89,900 for controlling Agencies by Rs. 5"

Sir, The object of this motion is to point out to the Government the necessity of extending the period for which a set of text-books prescribed for our schools by three years. Education has become now a necessity and an investment in which the poor as well as the rich take share. According to the report of the Banking Enquiry Committee, a family in ordinary circumstances pays 4. 1 percent of their income for educating their children. The corresponding figure in the case of a family in affluent circumstances is 4. 4. From this, it can be seen that both the rich and the poor evince a very great interest in educating their children irrespective of their extent of income. A part of their income is spent on education which includes the purchase of texts and note books. The policy adopted by the Education Department at present is to prescribe different text-books year after year. If books prescribed for one year is extended to some three years, the younger members of the same family can use the same text-books, without fancing the difficulty of finding funds for purchasing new text-books.

MR. S. NARAYANA PILLAI: Is the rule to be applied to Atlases also?

MR. KANNANTHODATH JANARDANAN NAIR: I do not understand the question. The Atlas need not be changed.

Sir, in the absence of the younger members in a family, the books used by the students can be sold to others and the money got in that way utilised for the purchase of books for further studies of the same student or students.

Again, it has also to be considered whether so many subjects are to be taught in our schools. The number of text-books depend upon the number of subjects taught. I am not an expert on this question, and I leave it to the Director of Public Instruction and others to consider whether so many subjects should be taught and whether so many text-books should be prescribed.

In this connection. I want to draw the pointed attention of the Government to the fact that in the publication of text-books by the Government, their present intention seems to be to make some gain. It was so disclosed in an answer to one of my interpellations by the Chief Secretary. Government have spent Rs. 50,000 odd in publishing

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[Mr. Kannanthodath Janardhanan Nair.]

text-books in 1114, and have realised Rs. 60,000-odd in selling them. I do not understand why the Government are particular to tax the students as well as the parents in this manner. If the prices can be reduced and made to tally more or less with the cost of production of the books, the poor students and parents could enjoy so much cheapness.

Another matter which I wish to point out is the enormous increase in the number of.....

MR. P. SIVARAMA PILLAI: Is it the honourable member's opinion that the Government should not make any gain in this connection?

MR. KANNANTHODATH JANARDANAN NAIR: Yes. My honest opinion in this matter is that because Government are setting apart such a big amount for the purpose of education out of the State Revenue and because that is from the direct or indirect tax we pay they are not justified in publishing books for the sake of making profit.

MR. A. GOPLA MENON: May I know what profit the private agencies get by the publication of the text-books?

MR. KANNANTHODATH JANARDANAN NAIR: That is a different matter, I don't think the Government are actuated by mercenary motives as the private agencies, whose very existence is based upon that consideration.

I was speaking about the necessity of reducing the number of note books and excercise books. The real danger to which we are liable is that the private school agencies insist upon the use of their own exercise books and note books. As a matter of fact, most of the private schools print note books and exercise books and students are forced to purchase them from the school alone. It may be good to keep notes; it may inculcate doing as opposed to cramming and may also teach method. But the real danger is as I said, that the heads of institutions prescribe particular makes and enforce their sales. It is to draw the attention o the Director of Public Instruction to these matters that I move this motion.

MR. K. P. KOCHUKORA THARAKAN: സർ, ഞാൻ ഈ ഉപക്ഷേപത്തെ അനുകൂലിക്കുന്നു. ക്ലാസ്സുടെ പാഠപുസ്തകങ്ങളം മാറേണ്ടവരുന്നതു് ഒന്നുകിൽ പുസ്തകം തിരഞ്ഞെടുത്തതിന്റെ തെറ്റുകൊണ്ടായിരിക്കണം. അല്ലെങ്കിൽ ഏതാനും ചില വ്യക്തികളെ സഹായിക്കാനായിട്ടായിരിക്കണം. ഏതായാലും തിരുവിതാംകൂറിലെ ജനത കടത്തിൽ മുങ്ങിക്കിടക്കുന്ന ഈ സന്ദർഭത്തിൽ ആണ്ടുതോറും പുസ്തകങ്ങളം മാറി വാങ്ങിക്കണമെന്നു വരുന്നതു കഷ്ടമാണ്. പുസ്തകം ക്ലാസ്സുടെ മാറാതിരുന്നാൽ ഒരു ക്ലാസിൽനിന്നും പാസായി പ്രമോഷൻ കിട്ടി അടുത്ത ക്ലാസിൽ പോകുന്ന കുട്ടിയ്ക്കു തന്റെ പഴയപുസ്തകം വിറ്റുകിട്ടുന്ന സംഖ്യക്കുടെ കൊടുത്തു് അടുത്ത ക്ലാസിലേക്കുള്ള പുസ്തകം വാങ്ങിക്കാം. പഴയ പുസ്തകം വാങ്ങിക്കുന്ന കുട്ടിയ്ക്കു കുറഞ്ഞ വിലയ്ക്കു പുസ്തകം കിട്ടുകയും ചെയ്യും.

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ഇങ്ങനെ പുസ്തകം ക്കുടക്കുടെ മാറുന്നതുകൊണ്ട് ലാഭം ആർക്കാണ്? ഗവണ്മെൻറിനു ലാഭം കിട്ടുന്നില്ല. രക്ഷകർത്താക്കൾക്കു ലാഭം കിട്ടുന്നില്ല. പുസ്തകം എഴുത്തുകാരായ ചിലർക്കാണ് ലാഭം ഉണ്ടാകുന്നത്. ഇങ്ങനെ ഏതാനുംപേരെ സഹായിക്കുന്നതിനുവേണ്ടി തിരുവിതാംകൂറിലെ 50 ലക്ഷം ജനങ്ങളേയും ഉപദ്രവിക്കുന്നത് കഷ്ടമാണ്. ആദ്യമേ തന്നെ കൊള്ളാവുന്ന പുസ്തകങ്ങൾ മാത്രം തിരഞ്ഞെടുത്താൽ മതി. എന്നു വയ്ക്കണം. മൂന്നു കൊല്ലത്തേയ്ക്ക് പഠിക്കാൻ കൊള്ളുമെന്നുതോന്നുന്ന പുസ്തകം ഒരു കൊല്ലത്തേയ്ക്കും പഠിക്കാൻ കൊള്ളുകയില്ല. മൂന്നു കൊല്ലത്തിൽ കുറഞ്ഞതിൽ ഒരേ പാഠപുസ്തകം തന്നെ വയ്ക്കണമെന്നാണ് എന്റെ അഭിപ്രായമെങ്കിലും കാലം ചെല്ലുന്തോറും ആശയങ്ങൾ മാറും എന്നുള്ള വിചാരം ഡയറക്ടർക്കുണ്ടെങ്കിൽ മൂന്നു കൊല്ലത്തേക്കെങ്കിലും പാഠപുസ്തകങ്ങൾ മാറാതിരിക്കുകയാണു വേണ്ടത്. പുസ്തകങ്ങൾ മാറുന്നതുകൊണ്ടുള്ള ഉപദ്രവം കുട്ടികൾക്കല്ല. എന്നാലോ മാതാപിതാക്കന്മാർക്കാണ്. അവരാണ് ഉണ്ടാക്കികൊടുക്കേണ്ടവർ.

MR. KOTTALIL P. ABRAHAM: തോൽക്കുന്ന കുട്ടികൾക്ക് പുസ്തകം മാറുന്നതു പ്രയോജനമായിരിക്കുകയില്ലേ?

MR. K. P. KOCHUKORA THARAKAN : ഇല്ല. അവർക്കാണ് അതുകൊണ്ട് വലിയ ഉപദ്രവം ഉണ്ടാകുന്നത്. തോറ്റകുട്ടി അടുത്ത കൊല്ലവും പുതിയ പുസ്തകം വാങ്ങിക്കുകയും അതു പുത്തനായി പഠിക്കുകയും ചെയ്യേണ്ടിയിരിക്കുന്നു.

MR. KANNANTHODATH JANARDANAN NAIR :തോൽക്കണം എന്നു ഉദ്ദേശിച്ചാണോ പഠിക്കുന്നത്?

MR. K. P. KOCHUKORA THARAKAN: ജയിക്കണം എന്നുദ്ദേശിച്ചാണ് പഠിപ്പിക്കുന്നതും പഠിക്കുന്നതും. അതുകൊണ്ടു ടെക്സ്റ്റ്ബുക്കു ആണ്ടുതോറും മാറുന്ന നയം അടിയന്തിരമായി. ടെക്സ്റ്റ്ബുക്കു കമ്മിറ്റിക്കാർ ഇഷ്ടംപോലെ ചെയ്യട്ടെ എന്നു വെച്ചു ഗവണ്മെൻറ് മൌനം ദീക്ഷിക്കുന്നതുകൊണ്ടുള്ള ഉപദ്രവം തിരുവിതാംകൂറിലെ 50 ലക്ഷം ജനങ്ങൾക്കാണുണ്ടാകുന്നത് എന്നു ഗവണ്മെൻറു പ്രത്യേകം ഓർത്തിരിക്കേണ്ടതാണ്.

അതുകൊണ്ട് ടെക്സ്റ്റ്ബുക്കു നല്ലതിനെന്നും നോക്കി തിരഞ്ഞെടുക്കുകയും അതു മൂന്നുകൊല്ലത്തേക്കെങ്കിലും ഉപയോഗിക്കത്തക്ക നിലയിൽ വ്യവസ്ഥ ചെയ്യുകയും ചെയ്യണമെന്നു ഞാൻ അഭിപ്രായപ്പെട്ടുകൊള്ളുന്നു.

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MR. P. KUNJUKRISHNAN: Sir, I support the motion. In supporting the motion I wish to point out the special encumbrances which the parents have to bear on account of the new public examination in the Third Form.

PRESIDENT: Order, order.

MR. P. KUNJUKRISHNAN: I am simply referring to it.

PRESIDENT: Oh, incidentally? Very well.

MR. P. KUNJUKRISHNAN: Yes. There is an additional encumbrance on account of this which also we have to meet. With the economic depression so terrible, the poverty of the people has been brought to the notice of the Government on more than one occasion by many an honourable member of this House. This is a time when all our industries are jeopardised and when we have come to the depth of poverty. I am speaking generally ignoring, of course, the few estate owners or moneyed people, or salaried officers. The generality of the people are put to very great financial difficulties at present and they find it absolutely impossible to make both ends meet. I would earnestly invite the attention of the authorities concerned to go to the country side, to the length and breadth of the country and to see what exactly the condition of the people is. We want people to spend considerable amounts of money for the education of their children. We cannot dispense with English education. Even during the Budget speech, mention was made of the fact that a very large amount is being spent for education. I congratulate the Government on that. But what exactly is the position of the people? Could they bear the burden of present day English education? We have made English education absolutely essential and I clearly understand that we need it. But consider the nature of the fees and the total expenditure that the ordinary parent has to meet so far as the education of his children is concerned. I put this plain question to the honourable members of this House. I am speaking not with reference to the high salaried officer or the moneyed people in this country. My object is to lay bare the difficulties under which the average people are groaning. Further, this is a time when our industries are not bringing the expected return. Under these circumstances, every parent will only wish for a substantial reduction of the expenditure in the matter of his children's education. When we take into consideration the fees levied by the Department, it will strike up that it is high time for some considerable reduction of fees being brought into effect. Otherwise, there would come a day in the near future when English Education in this land would have to suffer a very great set back. As a step towards this reduction of expenditure, so far as the students and parents are concerned, at least the text books need not be changed year after year. That will be one of the methods of remedying the difficulties of the parents. There is no harm in continuing the text books for two or three years, especially if the books contain a moral value.

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MR. A. GOPALA MENON: I may inform the honourable member that Government do not gain or lose by such a policy.

MR. P. KUNJUKRISHNAN: I am very glad to learn that Government do not expect any additional income on that account. The greatest obstacle standing in the way of continuing text books at least for 3 years is now removed. By continuing text books for 3 years, parents are to that extent relieved. Now for a Third Form student or a Fourth Form student we have to spend at least 15 to 16 rupees for buying text books and note books Suppose a family consists of 2 or 3 children an ordinary man with normal income will find it very difficult to spend some 30 to 35 rupees every year for the purchase of text books. This he has to do year after year, that is the point I have to stress. So I want to draw the attention of Government to the fact that text books should be so chosen as to enable them to continue it for at least three years so that parents may be relieved to that extent, especially at this time of huge economic depression.

MR. P. SIVARAMA PILLAI: I am sorry I cannot support this motion before the House. These are changing times, times when Geographical historical and social changes are taking place in the world not only every day but every minute. It is therefore highly necessary that we should keep our children in touch with such changes and not allow them to read third rate rotten books with old-world ideas. It would be only retarding the progress of the students and our children by allowing them to study such books. Moreover, if my information is correct, we are not changing all the text books every year.

MR. P. KUNJUKRISHNAN: May I know from the member whether there was some use of the text books which are now rotten a few years ago?

MR. P. SIVARAMA PILLAI: That does not mean that we should keep them even now.

MR. P. KUNJUKRISHNAN: May I know from the member whether those books have some educational value?

MR. P. SIVARAMA PILLAI: They are worthless today.

MR. T. T. KESAVAN SASTRI : ഈ ഉപക്ഷേപത്തെ അനുകൂലിക്കാൻ നിവൃത്തിയില്ലാതാണിരിക്കുന്നത്. പാഠപുസ്തകങ്ങൾ എല്ലാം പ്രതിവർഷം മാറിക്കൊണ്ടിരിക്കുന്നു എന്ന് ഇവിടെ ചില മാന്യസാമാജികന്മാർ പ്രസ്താവിച്ചു കേട്ടു. എന്റെ അറിവിൽ പെട്ടിടത്തോളം ഇതു ശരിയാണെന്നു തോന്നുന്നില്ല. എക്സാമിനേഷൻ ക്ലാസുകളിൽതന്നെ ഒന്നിലധികം വർഷങ്ങൾ ഓരോ പുസ്തകംതന്നെ തുടർന്നു പഠിപ്പിച്ചുകൊണ്ടിരിക്കുന്നതായി എനിക്കറിയാം. താഴ്ന്ന ക്ലാസുകളിൽ ഗവണ്മെന്റിന്റെ സൗജന്യങ്ങളും സൗകര്യങ്ങളും കൊണ്ടു പാഠപുസ്തകങ്ങൾ പലതും തുടർന്നു പഠിപ്പിച്ചുകൊണ്ടിരിക്കുന്നുമുണ്ട്. പ്രതിവർഷവും ടെക്സ്റ്റ്ബുക്കുകമ്മിറ്റി നിശ്ചയമായും പുസ്തകങ്ങൾ അംഗീകരിച്ച് അഭിപ്രായം രേഖപ്പെടുത്തുകയും പുസ്തകം എഴുത്തുകാരെ പ്രോത്സാഹിപ്പിക്കുക

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[Mr. T. T. Kesavan Sastri]

യും ചെയ്യേണ്ടതു് അത്യാവശ്യമാകുന്നു. ഒരേ പുസ്തകംതന്നെ അധികകാലം വെച്ചുകൊണ്ടിരിക്കാൻ പാടില്ല. അങ്ങനെയായാൽ ഗ്രന്ഥകാരന്മാക്കു തന്നെ ഒരു പ്രേരണയുണ്ടാകുന്നതല്ല. അതുകൊണ്ടു് ഈ ഉപക്ഷേപം മൂലം ഗവണ്മെൻറിന്റെ ശ്രദ്ധയിൽ കൊണ്ടുവന്നിരിക്കുന്ന സംഗതി അതേപടി സ്വീകരിക്കാമോ എന്നുള്ളതു സംശയാവഹമാണു്.

MR. PULIYOOR T. P. VELAYUDHAN PILLAI: ഗ്രന്ഥകർത്താക്കന്മാരെ സഹായിക്കണമെന്നുള്ള ഉദ്ദേശത്തോടുകൂടിയാണോ ഇങ്ങനെ അഭിപ്രായപ്പെട്ടിട്ടുള്ളതു്?

MR. T. T. KESAVAN SASTRI: അല്ല.

MR. PULIYOOR T. P. VELAYUDHAN PILLAI: പ്രതിവർഷവും പാഠപുസ്തകം മാറിക്കൊണ്ടിരിക്കുന്നതുനിമിത്തം രക്ഷകർത്താക്കന്മാക്കു് സങ്കടമാണെന്നു് അറിയാമോ?

MR. T. T. KESAVAN SASTRI: പ്രതിവർഷവും എല്ലാ പുസ്തകങ്ങളും മാറുന്നുവെങ്കിൽ അതു് സങ്കടംതന്നെയായിരിക്കും.

MR. M. SIVATHANU PILLAI: കുട്ടികൾക്കു് വാങ്ങിച്ചുകൊടുക്കുന്ന പുസ്തകങ്ങൾ കീറിക്കളയുന്നതുകൊണ്ടു് ചിലപ്പോൾ മൂന്നും നാലുംപ്രാവശ്യം ഒരു കൊല്ലത്തിൽ പുസ്തകങ്ങൾ വാങ്ങിക്കൊടുക്കാറില്ലേ?

MR. T. T. KESAVAN SASTRI: ഉണ്ടു്. ധാരാളം.

MR. KANNANTHODATH JANARDANAN NAIR: വിദ്യാഭ്യാസവിഷയത്തിൽ പിന്നോക്കം നിൽക്കുന്ന സമുദായക്കാക്കു് ഗവണ്മെൻറിൽനിന്നും സൗജന്യമായി പാഠപുസ്തകങ്ങൾ ലഭിച്ചുവരുന്നില്ലേ?

MR. T. T. KESAVAN SASTRI: ഉണ്ടു്. മലയാളം മൂന്നും നാലും ക്ലാസ്സുകളിൽ പുസ്തകം വാങ്ങിക്കൊടുക്കുന്നുണ്ടു്. പുസ്തകം മാത്രം.

MR. K. P. KOCHUKORA THARAKAN: പുസ്തകങ്ങളെ കീറിക്കളഞ്ഞാൽ വീണ്ടും പുസ്തകം വാങ്ങിത്തരുന്നുണ്ടോ?

MR. T. T. KESAVAN SASTRI: ഇല്ല. കീറിക്കളയുകയൊ—നഷ്ടപ്പെടുത്തുകയൊ ചെയ്താൽ പിന്നെ ഇല്ല.

MR. T. C. KESAVA PILLAI: ഞാൻ ഈ പ്രമേയത്തെ പിൻതാങ്ങുന്നു. ഈ വിഷയത്തെ സംബന്ധിച്ചു് വലിയ വാദപ്രതിവാദം ഉള്ളതുപോലെയാണു തോന്നുന്നതു്. ഗ്രന്ഥകർത്താക്കന്മാരും കവികളും ഈ വിഷയത്തിൽ ഒരു സ്ഥിരമായ നയം സ്വീകരിക്കേണ്ടതാണു. അതുപോലെതന്നെ പുസ്തകങ്ങളുടെ പ്രസിദ്ധീകരണവിഷയത്തിലും സ്ഥിരമായ

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ഒരു നയം സ്വീകരിക്കേണ്ടതാണ്. പൊതുജനങ്ങളിൽ കൂടുതൽ ഭാഗം ഉമത്തത്തക്ക നിലയിൽ പാഠപുസ്തകങ്ങൾ മാറിക്കൊണ്ടിരുന്നാൽ അതു് പൊതുജനങ്ങൾക്കു മാത്രമല്ലാ ഗവൺമെൻറിനുതന്നെയും ചിലപ്പോൾ ആപൽക്കരമായിത്തീരുന്നതാണ്. ഇതുയും പ്രസ്താവിച്ചുകൊണ്ട് ഈ ഉപക്ഷേപത്തെ പിൻതാങ്ങിക്കൊള്ളുന്നു.

MR. C. JEBAMONY NADAR: I oppose the motion. The arguments raised by the mover based on pecuniary grounds have some force but I think that they should give room for another argument arising out of the very object and principle of education. The fact that tremendous changes are taking place in the world during the course of a very short period cannot be ignored in educating young minds. Let us take for instance the case of Travancore itself. Suppose a text book which were prescribed for 1114 describes the conditions of the roads here. Now if a text book of 1114 is to be used in 1116 a student who reads these books could conceive of a road only as it existed and the modern concreted and tarcreted roads may form no picture in the pupils' mind. One can add such illustrations regarding electricity and industry. I should think that education should help to lead to furthur progress and for that purpose it must be based on matters which are most modern. Other wise the object of education may be lost.

PRESIDENT: It has been recently stated in a journal that students need not study History or Geography for some years at least until it is settled down.

MR. C. JEBAMONY NADAR: My point is, as far as possible education should be based on text books which are recent and up-to-date in order to inculcate new ideas.

MR. P. KUNJUKRISHNAN: Will not the examiners become out of date.

MR. C. JEBAMONY NADAR: When the text books are out of date the examiner will also become out of date.

MR. PULIYOOR T. P. VELAYUDHAN PILLAI: I want to ask one question Sir. I want to know whether this would apply to even in the matter of dissolution of marriages.

MR. C. JEBAMONY NADAR: What connection marriages have with text books?

So then whatever might be the pecuniary difficulties on principle, text books should change as often as may be expedient and necessary. I do not therefore subscribe to the view of fixing a period.

MR. KAINIKKARA M. PADMANABHA PILLAI: I rise just because I think one point raised during the discussion has to be explained a bit. This motion was opposed by Mr. Sivarama Pillai and Mr. Jebamony Nadar on one reason namely that the times are changing fast and text books must naturally reflect these changes. I think the opposition was due to not quite properly understanding the nature of the text books that are changed. Now, as it is, detailed text books are not changed They are Government publications and they continue for years. Subject

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[Mr. Kainikkara M. Padmanabha Pillai]

books are also not changed. Really the books that are changed are the nondetailed books. Generally nondetailed books are either stories or biographies or relate to travels. Therefore these are books which can never change with the changing times. So far as the discussion refers to change of text books I must point out that the objections raised by Mr. Sivarama Pillai and Mr. Jebamony Nadar do not affect in any way the nature of the books that are changed.

Much can be said for changing books. For example, Malayalam books are got up very badly, the cover is so poor that the book cannot stand even the life of one year. They become so dirty and that is a point which has to be considered in the matter of books given to children. But as pointed out the condition of the poor parents, especially parents of boys in Malayalam Schools, is such that for them it is rather difficult to buy books year after year. There is some force in the argument that books should be continued for three years. I only wanted to explain that the reasons advanced by Mr. Sivarama Pillai and Jebamony Nadar do not hold.

MR. P. C. ADICHAN : സർ, ഈ ഉപക്ഷേപത്തെ അനുകൂലിക്കുന്നതോടുകൂടി എനിക്ക രണ്ട് വാക്ക പറയേണ്ടതായിട്ടുണ്ട്. പാഠപുസ്തകങ്ങൾ മൂന്ന വർഷത്തേക്കെങ്കിലും മാറാൻ പാടില്ലാ എന്നുള്ള സംഗതി അവശസമുദായങ്ങളെസംബന്ധിച്ചിടത്തോളം ഏറവും അത്യാവശ്യമായിട്ടുള്ള ഒരു കാര്യമാണ്. അതുണ്ടോടാണ്ട് അവശസമുദായങ്ങൾക്ക പുസ്തകങ്ങളും മറും വാങ്ങിക്കാൻ നിവൃത്തിയില്ലെന്ന് അവശസമുദായ സംരക്ഷകനോട് മുറവിളികൂട്ടിക്കൊണ്ടിരിക്കുന്ന ഈ അവസരത്തിൽ ഇങ്ങനെ ചെയ്താൽ കൂടുതൽ ചെലവു വരുത്താതെ പുസ്തകങ്ങൾ ഉപയോഗപ്പെടുത്തുന്നതിനും അവശസമുദായസംരക്ഷകനെ ഇതിലേക്കുവേണ്ടി കൂടുതലായി വിഷമിപ്പിക്കാതിരിക്കുന്നതിനും കഴിയുന്നതാണ്. അതുണ്ടതോടും പുസ്തകം വാങ്ങാൻ നിവൃത്തിയില്ലെന്ന പറയുന്നതിന്റെ ഫലമായി ഒരു വലിയ തുക അതിലേക്ക ചെലവാക്കിവരുന്നുണ്ട്. മൂന്ന വർഷം എന്നുള്ള ഒരു കണക്ക വച്ചാൽ അവശസമുദായത്തിന് പ്രത്യേകസഹകര്യം ലഭിക്കുന്നതു കൂടാതെ എല്ലാ സമുദായങ്ങൾക്കും പൊതുവെ പ്രയോജനപ്രദമായിത്തീരുന്നതുമാണ്. അതുകൊണ്ട് പാഠപുസ്തകങ്ങൾ മൂന്ന വർഷത്തേക്ക് മാറാൻ പാടില്ലാ എന്നുള്ള ഉപക്ഷേപത്തെ അനുകൂലിക്കുന്നു.

MR. A. GOPALA MENON : Sir, there has been some confusion in regard to this matter and I shall content myself by pointing out the policy pursued and the agencies responsible for it, if some books are changed frequently. Sir, it has been said that there are too many subjects taught and consequently too many books are required. In regard to that matter I may assure the House that the question of the subjects

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of instruction has been examined some five or six years ago, and the programme of study in schools is laid down in pursuance of the recommendations of certain expert committees. The prescription of books is not a function of the text book committee. The text book committee is not responsible in the matter of changing text books too often. The Director is the authority prescribing text books and the Director follows the orders passed by Governmect on the recommendations of the Special Text Book Committee. And that committee have laid down the period for which books should be current and the period when books should be replaced. Never before has this Honourable House or any person interested in education brought to the attention of Government the need for retaining text books once prescribed, especially those books which are changed now.

The position to-day is quite different from what it was three years ago. Three years ago headmasters of schools were given the power to prescribe books and those headmasters were changing books from year to year ; and pupils had to change their books if they moved out of one school to another school in the middle of a year. The Government took this matter into consideration and ordered that certain necessary books should be prescribed for the State as a whole, so that the cost on education and the purchase of books may be reduced considerably. It was done. As many as 42 non-language books and all the language readers in all classes are now prescribed by Government, published by Government and sold at a price fixed by Government. Consequently, eighty per cent. of the books now in use are generally prescribed for years together. There has been no occasion for changing these books during the last 5 years. The books which were introduced last year are likely to continue for four or five years more, unless there are political and other changes which require a revision of some of those books. Therefore, as Mr. Kainikkara Padmanabha Pillai pointed out, there is change only in regard to a few of the books; and those changes, as I stated, are carried out in pursuance of a policy recommended by a special Text Books Committee and approved by Government. There is absolutely no reason why some of those books should not be continued from year to year for a fixed period, excepting probably in the case of books prescribed for the examination classes. In the examination classes it is a recognised principle that books that have been in use for one year should not be continued indefinitely. Some changes may be necessary in regard those books. All this can be considered by Government and I think it is possible to satisfy the demand made that books should not be changed frequently. But I should point out that there should be nc misconception on that point. That there are very many books which are changed from year to year will be the impression which the outside world would get by reading an account of this discussion. But actually very few books are changed in any particular class. For instance, the non-detailed Malayalam or Tamil reader will be changed. That is all. But all the other books in the Middle school classes continue from year to year. Similarly, the English reader which is now prescribed from outside publications will also have to be changed from year to year. In the primary classes

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[Mr. A. Gopala Menon]

there is no change of books whatever. The books prescribed for them are purely Government publications, class readers, which continue from year to year. Therefore I must point out that there is absolutely no inroad made upon the resources of private individuals, in so far as only a few of these books are changed. If the House is still under that impression, the question can be examined and every effort made to meet the wishes of the House in this matter.

Some mention was made, Sir, about exercise books and note books. The matter has been noticed by me and very strict orders have been issued limiting the number of exercise books which can be used in any school or class and the attention of all inspecting officers has been recently drawn to the fact that economy in the use of paper must be enforced in the schools also. Consequently I do not think there will be complaint in regard to this matter from this year onwards.

In regard to Government publications I wish to add one more word. Something has been said in this and other connections about the prices fixed for Government publications. The prices fixed for Government publications are much below the prices prevailing in regard to private publications of the same category, and I may also assure the House that the Government publications are much better printed, much better got up and of course much better prepared. Consequently there is no reason to complain about the prices of these publications. As I said, they are also not intended to be changed from year to year. The same book can be used by all the children in the same family from generation to generation. Except for the fact that in certain details changes may have to be made from time to time, Government are not interested in changing the books. As I assured the House a little while ago, Government have no interest in changing the books or in keeping them, except to the extent to which Government wish to meet the express desire of the House.

MR. KANNANTHODATH JANARDANAN NAIR: Sir, in view of the satisfactory nature of the answer given by the Director of Public Instruction that the question is considered and will be considered, I do not press the motion.

The motion was, by leave of the House, withdrawn.

Motions Nos. 204 to 209.

The following motions were not moved :—

MR. CODIVEETIL C. RAMANKUNJU :

204. To reduce the allotment of Rs. 1,89,900 for Controlling Agencies by Re 1.

MR. P. S. MUHAMED :

205. To reduce the allotment of Rs 1,89,900 for Controlling Agencies by Re. 1.

MR. P. S. MUHAMED :

206. To reduce the allotment of Rs. 1,89,900 for Controlling Agencies by Re. 1.

MR. P. C. ADICHAN :

207. To reduce the allotment of Rs 500 for travelling allowance by Re. 1.

MR. P. C. ADICHAN :

208. To reduce the allotment of Rs. 500 for travelling allowance by Re. 1.

MR. P. S. MUHAMED :

209. To reduce the allotment of Rs. 8,25,100 for English School Education by Re 1

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Motion No. 210.

MR. VARKALA K. MADHAVAN: I move—

"to reduce the allotment of Rs. 8,25 100 for English School education by Rs. 10,"

My object in moving this motion is to point out that the new public examination for Third Form students is unnecessary. Sir, some thirty years ago such an examination had been in existence. But later Government decided that that examination was not useful and abolished it. The reason now given by the Director of Public Instruction for reviving that examination is the raising of the standard of the English school leaving examination. For this purpose I do not think that such an examination is necessary, when there is already the class examination. Moreover, it is an indirect tax imposed upon the parents and guardians of the school going children, and in these hard days of depression and war such an indirect tax is not at all justifiable. The only possible utility of this examination is that it may give some temporary job to some examiners. More than that, I do not think that any usefulness will follow from the holding of such an examination. I therefore place the motion for the consideration of the House.

MURUKKUMPUZHA V. KUNJUKRISHNAN: In suporting the motion before the House I wish to make a few observations. In the reply to an interpellation given yesterday by the Director of Public Instruction we find that in the Third Form classes in the whole State there are about 10,500 students and the answer to that interpellation also says that a fee of about Rs. $3\frac{1}{2}$ is proposed to be levied for the purposes of the examination. Calculated on that basis we would find that about Rs. 37,000 will be collected as examination fee for the proposed examination. The Director also has admitted that the savings to Government under that head will amount only to Rs. 4,500. So much so we find that an amount of about Rs. 32,000 has to be collected from the parents at this critical moment and has to be spent for the purposes of an examination, for the purchase of stationery and for distribution among the examiners. The Financial Secretary also has stated in his speech that the proposed examination is not intended as a source of additional income to Government, but that the fee will only be collected with the conduct of the examination. My honest doubt is, Sir, whether it is absolutely necessary that we should institute an examination of this nature at this critical moment when the middle class parents are suffering in a way that they are not able even to meet the ordinary routine expenditure connected with the education of their children. The Director of Public Instruction has told us that the object of the examination is to regulate the promotion to the High School classes. Sir, whatever may be the justifications for the proposed examination, is it necessary that we should take up the reform in the State so as to place an additional burden on the poor parents? We may wait for some time more. Therefore, I would in all earnestness impress on Government that if they feel that such an examination is necessary for regulating admission to the High School classes or for the purpose of reorientation of our educational policy, that it is better to wait for one or two years more when conditions may be expected to become normal. Sir, I do not know whether we have got sufficient

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[Mr. Murukkumpuzha V. Kunjukrishnan]

statistics as to the number of students who are not regularly paying their fee in the different schools. I do not know, Sir, whether the Director of Public Instruction is aware of the number of students who are sent out of the schools every month because they are not able to pay their school fee. I know as a matter of fact that several students have dircontinued their studies even after the reopening of the schools this year.

So my humble submission is that we should wait for one or two years more when conditions become normal, for the introduction of this examination. Now we do not know what is going to happen. We may have to spend a lot in connection with the political situation. Therefore my only submission is that we should wait for some time more. With these few words I support the motion.

MR. M. R. NARAYANA PILLAI: I strongly support the motion before the House. I consider it highly atrocious that this fee of Rs. 3-8 as. should be levied on school children of ten and twelve years of age. If an examination is necessary, let there be a small test. Let there be an efficiency test or a test in one subject, and let that subject decide the general efficiency. Let the teachers in the schools value the answer papers and let the stationery necessary be brought by the candidates themselves. In these hard days when the prices of every commodity is so dear it is really hard.

PRESIDENT: The honourable member used the word "atrocious" It is unparliamentary.

MR. M. R. NARAYANA PILLAI: I withdraw that word and use the word "cruel" instead. I say that no additional burden should be placed on the parents of these young children.

There is a talk widely current in this country that the examination fee is meant more for giving remuneration to the teachers who are expected to value the papers. As said before, let there be one subject only for testing the general efficiency of the students who are to be promoted from the Third Form to the Fourth Form. That will give sufficient indication as to their fitness for promotion.

MR. KAINIKKARA M. PADMANABHA PILLAI: Sir, I am sorry I have to oppose this motion. Ever since the report of the Education Reforms Committee came up for discussion in the last Assembly, I have been consistently taking the position that a public examination is necessary at the end of the Middle School classes and I have repeated that more than once in the Assembly. I do not find any reason why I should go back on my position even in consideration of the economic stringency caused by the War. But, Sir, I ought to make it clear that my suggestion for an examination at the end of the Middle School classes was a part of a re-organisation of the school education which was under consideration at that time. The end of the Middle School course also, as suggested in the Report of the Reforms Committee and as supported by me, was not exactly the Third Form but the Fourth Form. However

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that be, this has been introduced at this stage more to check the promotion to the High School classes. On that point, Sir, I have to say something, as one who has been teaching in high schools and conducting high schools for some time. One of the very great difficulties that the High School teachers do come across is to bring to the level of their students the students that come and join their High school classes from other middle schools.

Because of the most unsatisfactory nature of the several Middle Schools in the State and often because of unhealthy rivalries between schools, managements are often forced to earn popularity among the guardians of pupils by giving undeserved and careless promotions to pupils from class to class. The students who join in the Preparatory class merely march through the classes and are sent up to Third form not so much in the interest of the students themselves but in the interest of the fee collection. That is what is practically taking place in several schools.

MR. M. R. NARAYANA PILLAI: Does the same thing take place in Government schools?

MR. KAINIKKARA M. PADMANABA PILLAI: Sir, in Government schools there are various reasons to make this kind of procedure unnecessary. There the place of a teacher, his salary and promotion do not depend on the continuance of the school. Whether the strength of the school falls or not, the school is closed or not, will not materially affect the individual teacher. On the contrary, in a private school, the employment of a teacher depends on the existence of the school. The management and the teachers are interested in the continuance of the school even if it be at the cost of efficiency and prosperity of the pupils. This I know by experience and that is the condition in a good number of schools I do not say in all schools. The products of the Middle schools that come up to the high school classes stand at a very low level. Promotion to high school classes is given very indiscriminately, so to say.

When the present Pro-Vice Chancellor was the Director of Public Instruction I remember an instance when I was driven to a desparate condition relating to the admission of a set of undeserving pupils in one of my high schools. Perhaps he might remember that now. He had to interfere on the side of the Middle school and at length I, of course, yielded though unwillingly. This was the situation. In one of the high schools under me, one of the very best of our schools, I had to admit hopeless candidates from a neighbouring Middle school. That was going on for several years. Due to a kind of courtesy and etiquette between the management, I did not want to protest. But when the matter became very serious, I had to take protection under the negative provisions of the Educational Code and I asked the Headmaster to refuse admission to these students. The management appealed to the Department who came to the rescue. During correspondence I sent to the Director a statement showing the number of pupils admitted to that school from the different Middle schools, the

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[Mr. Kainikkara M. Padmanabha Pillai.]

number that got promotion from the fourth form to the next higher class and the next higher, the percentage of failures etc. The statement furnished was self-evident and revealed the stuff that came from the said Middle school. The only way of remedying such a situation is by instituting a comparative examination at the end of the Middle School course. It is inevitable because at the point when the responsibility of a person ends and he can silently and secretly transfer the responsibility for the unsatisfactory state of affairs on to another man's shoulder, it is very necessary to have a check over that state of things. It is human weakness to take advantage of this position and care more for his own financial interest than for the pupils. Under those conditions, it has become necessary for conducting a kind of departmental check.

In this connection I wish to point out one thing. Even though Government are still considering to institute a comparative examination at the end of the III form I may say Sir, that in the schools under me, I have been conducting for the past several years a comparative examination.

MR. M. R. NARAYANA PILLAI: What is the examination fee please?

MR. KAINIKKARA M. PADMANABA PILLAI: Nil, Sir. I have a few English Middle schools under me and at the end of Form III, I have been conducting a comparative examination.

MR. P. KUNJUKRISHNAN: Is it with a view to make money for the management?

MR. KAINIKKARA M. PADMANABA PILLAI: Certainly not. I am conducting the examination with a view to see that the promotions are properly controlled and the really deserving only go to the higher class. As regards the query put by Mr. Narayana Pillai I may state that I have persuaded the teachers under me to set question papers and to value the answer books without getting remuneration. But it will be impossible on the very face of it for a Government to succeed in that attempt. In a social organisation where the teachers are expected to serve and do more than what is legally demanded of them, such an arrangement viz., setting questions and valuing the answer papers without any remuneration is possible. My point is that an examination is necessary. If that is granted, the question of payment of an examination fee is a simple matter and evidently a necessary thing when the Government have to conduct it. The only thing that I want to impress on Government is that the fee should be fixed at the minimum possible amount and not as a source of taxation from the guardians concerned. The Director has assured us that the fee is fixed at the minimum possible amount. Under these circumstances, I agree with the institution of a public examination at the end of the third form and think that the fee charged is not high. For these seasons, I oppose the motion.

MR. K. P. KOCHUKORA THARAKAN: ഞാൻ ഈ ഉപക്ഷേപത്തെ എതിർക്കുന്നു. മൂന്നാം ഫാറത്തിൽ നൂ രൂപയാണ് ഫീസ്. ൪_ാം ഫാറത്തിൽ അഞ്ചുകാൽ രൂപാ ഫീസ് കൊടുക്കണം. അതുകൊണ്ട് ഫീസ്

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ക്കൂടുതൽ കിട്ടാൻവേണ്ടി ഇപ്പോൾ തേഡ് ഫാറത്തിൽനിന്നും ധാരാളം കുട്ടികളെ ഫോർത്തുഫാറത്തിലേക്കു പ്രമോട്ടുചെയ്യുന്നുണ്ട്. മിക്ക സ്കൂളുകളിലും ഇതാണു പതിവു്. രക്ഷകർത്താക്കന്മാരെ സന്തോഷിപ്പിക്കാനായിട്ടും യോഗ്യതയില്ലാത്തവരെ പ്രമോട്ടുചെയ്യുന്നുണ്ടു്. ഇത്തരം ഏർപ്പാടുകളെ തടയേണ്ടതു അവശ്യമാണു്. പഠിപ്പിക്കുവാൻ യോഗ്യതയില്ലാത്തവക്കു കൂടുതൽ പണം ചെലവാക്കിവരുന്ന ഇന്നത്തെ ഈ നില അക്രമമായിട്ടുള്ളതാണു്. യോഗ്യന്മാരായ കുട്ടികളെ തെരഞ്ഞെടുത്തു ഹൈസ്കൂൾ ക്ലാസ്സുകളിലേക്കു കയറ്റംചെയ്യുകയുന്നതിനു് ഇപ്പോൾ തുടങ്ങുവാനുദ്ദേശിക്കുന്ന പബ്ളിക്കു് എക്സാമിനേഷൻ ഏർപ്പാടു കൊള്ളാമെന്നാണു് എനിക്കു തോന്നുന്നതു്. ഇത്തരത്തിൽ ൪-ാം ക്ലാസിലും പരീക്ഷ വച്ചിട്ടുണ്ടു്. എന്നാൽ അതു ഹെഡ് മാസ്റ്റന്മാർ പരസ്പരം പരീക്ഷിക്കുന്നതുകൊണ്ടു് കാര്യക്ഷമമാംവണ്ണം ആ പരീക്ഷ നടക്കുന്നില്ല. തന്റെ സ്കൂളിലുള്ള കുട്ടികളെ കൂടുതൽ ജയിക്കണമെന്നു് എല്ലാ ഹെഡ് മാസ്റ്റന്മാരും ആഗ്രഹിക്കുന്നുണ്ടു്. അതുകൊണ്ടു മറ്റു് സ്കൂളുകളിലെ കുട്ടികളെ കൂടുതൽ ജയിപ്പിച്ചു വിട്ടാൽ അവിടത്തെ ഹെഡ്മാസ്റ്റർ തന്റെ സ്കൂളുകളിലെ കുട്ടികളേയും ജയിപ്പിക്കുമല്ലോ എന്ന വിചാരിച്ചു പരീക്ഷകളിൽ ഓരോ ഹെഡ്മാസ്റ്ററും പരസ്പരം സൗജന്യം കാണിക്കാറുണ്ടു്. ആ നയവും ശരിയല്ല. ഇതിനെപ്പറ്റി, മി. കൈനിക്കര പത്മനാഭപിള്ള പറഞ്ഞതുപോലെ, ഒരു കാര്യം എനിക്കും പറയേണ്ടതുണ്ടു്. ഈ പരീക്ഷയ്ക്കു വേണ്ടിവരുന്ന ചെലവു് എന്താണോ അതുകമാത്രം പരീക്ഷാഫീസ് ഇനത്തിൽ ഈടാക്കാനേ ഗവണ്മെൻറ് ഉദ്യമിക്കാവൂ എന്നാണു് എന്റെ അഭിപ്രായം. പരീക്ഷ നടത്തുന്നതിനുള്ള ചെലവിനു പണം വേണം. അതു ഫീസ് ഇനത്തിൽ ഈടാക്കുന്നതിനോടു എനിക്കു യാതൊരു എതിർപ്പുമില്ല. എന്നാൽ പാഠപുസ്തകങ്ങൾ അടിച്ചിറക്കുന്നതിൽ നിന്നു ഒരു ലാഭം എടുക്കുന്നതുപോലെ ഈ ഫീസിനത്തിൽനിന്നും ഗവമ്മെൻറ് ഒരു ലാഭവും എടുക്കാൻ ഉദ്ദേശിക്കരുതു്.

MR. M. RAMIAH PILLAI: I also wish to say a word in this connection. Apart from the financial burden on the parents I have to say that the majority of the students who study in III form are boys below the age of 12. Such boys are not able even to appreciate the nature and importance of the examination that is under the contemplation of Government. I myself have a boy studying in III form in one of the schools here. He came and told me that he has to sit for a public examination at the end of this school year. He wanted me to explain the idea contained in that examination. It is only natural that those things may not be correctly understood by boys of that age. That is my general impression in the matter. For these reasons I would sugge

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that Government must consider whether boys below 12 years are competent enough to sit for test in public examinations of the proposed nature.

PRESIDENT: The time for the Demand having expired this motion and the subsequent motions lapse.

Motion Nos. 211—216.

The following motions lapsed, as the time allotted for the Demand had expired :—

MR. C. JEBAMONY NADAR :

211. To reduce the allotment of Rs. 12,117 for Arabic Instructors by Rs. 1.

MR. P. S. MUHAMED :

212. To reduce the allotment of Rs. 29,77,000 for Malayalam and Tamil School Education by Re. 1.

MR. N. NARAYANA KURUP :

213. To reduce the total allotment of Rs. 44,09,000 under Demand IV by Re .1.

MR. T. C. KESAVA PILLAI :

214. To reduce the total allotment of Rs. 44,09,000 under Demand IV by Re 1.

MR. N. VELU ACHARY :

215 To reduce the total allotment of Rs. 44,09,000 under Demand IV by Re. 1.

SRIMATHI T. NARAYANI AMMA :

216. To reduce the total allotment of Rs. 44,09,000 under Demand IV by Re, 5.

The question that Government be granted a sum of Rs. 44,09,000 under Demand IV—Education Department excluding Travancore University was put to vote and carried.

The motion was passed and the grant was made.

DEMAND VI—GENERAL ADMINISTRATION EXCLUDING FINANCIAL SECRETARIAT, ACCOUNTANT GENERAL'S OFFICE AND LEGISLATIVE BODIES.

MR. M. K. NILAKANTA AIYAR: Sir, I rise to move for a grant of Rs. 3,26,700- under Demand VI—General Administration excluding Financial Secretariat, Accountant General's office and Legislative Bodies.

Motions Nos. 217 to 222.

The following motions were ruled out of order.

MR. PULIYOOR T. P. VELAYUDHAN PILLAI :

217. To reduce the allotment of Rs. 18,903 for Assistant Secretaries by Re. 1.

MR. PULIYOOR T. P. VELAYUDHAN PILLAI :

218. To reduce the allotment of Rs. 18,903 for Assistant Secretaries by Re. 1

MR. PULIYOOR T. P. VELAYUDHAN PILLAI :

219. To reduce the allotment of Rs. 18,903 for Assistant Secretaries by Re. 1.

MR. K. G. GOVINDAN :

220. To reduce the allotment of Rs. 45,667 for Salaries by Re. 1

MR. THARIATHU KUNJITHOMMEN :

221. To reduce the allotment of Rs. 88,143 for Higher Grade Clerks by Re. 1

MR. K. P. KOCHUKORA THARAKAN :

222. To reduce the allotment of Rs. 88,143 for Higher Grade Clerks by Re. 1.

Motion 223.

The following motion was not moved :—

MR. P. S. MUHAMED :

"To reduce the allotment of Rs. 88,143 for Higher Grade Clerks by Re. 1".

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